

A STUDY ON THE TECHNIQUES OF TEACHING ENGLISH TO HEARING-IMPAIRED STUDENTS OF SMP-LB PANCABHAKTI MAGETAN



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ABSTRACT

Being able to use English is very important in this globalization era. Endless information from mass media that is written or spoken in English is provided for people who know or understand English. Nowadays, English becomes one of the important subjects that must be given as a compulsory subject in the primary school until university level. Therefore, the government has included this subject in the SLB, where it is the school for the students that have physical weaknesses. Consequently, the English teacher should be able to use appropriate techniques to teach the hearing-impaired students.

This study aimed at getting information about the techniques of teaching English, the most dominant technique, and the strengths and the weaknesses of the techniques used by the teacher in SMPLB Panca Bhakti Magetan.

The purpose of this study is to know the techniques of teaching English, the most dominant technique, and the strengths and weaknesses of the techniques used by the teacher.

The method used was a descriptive qualitative method, because the data would be reported on the written form rather than a statistical form. The subject of the study was the English teacher at SMP-LB Panca Bhakti Magetan.

The findings of the study revealed that the techniques used by the teacher to teach English at SMP-LB Panca Bhakti Magetan were total and manual communication techniques. The most dominant technique used by the teacher to teach English was the manual communication technique. The strengths of the total communication technique were the hearing-impaired students could learn lips reading so they could communicate with other people who cannot used finger spelling or sign language and they would pay more attention to the materials. But, by using the total technique, it needed long times because the hearing-impaired students often got difficulty to read the teacher's lips and to present sign and speech together was also difficult for teacher and the hearing-impaired students. The manual communication technique was a technique that made the Hearing-Impaired students easy to understand the materials because this technique always was used by the hearing-impaired students every day. This technique was suitable with the ability of the hearing-impaired students but they had to learn a lot of sign language so it made this technique inefficient. Besides, it was difficult to make communication with normal people because not all of people understand sign language or finger spelling. Therefore, the English teacher of hearing-impaired students had to add her knowledge by joining training, seminar or workshop of English to increase her professionalism. The teacher also should motivate the hearing-impaired students to use dictionary if they didn't understand the meaning of sentences or words.